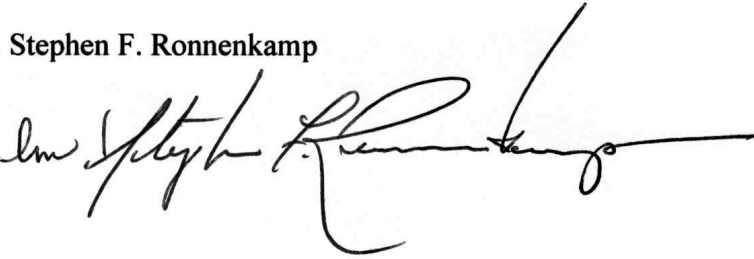


**Form 1 - Application Cover Sheet**

Fiscal LEA: Granite School District

Fiscal LEA Superintendent Name: Dr. Stephen F. Ronnenkamp

Fiscal LEA Superintendent Signature:



Signature Date: January 31, 2003

Primary Contact Name: Dr. James H. Henderson

Primary Contact Telephone: (801) 685-4110

Primary Contact Fax: (801) 685-4115

Primary Contact E-mail: Jim.Henderson@granite.k12.ut.us

Grant Category:

- ☐ Professional Development for Technology Leadership
- ☐ Infrastructure Improvement and Technical Support
- ☒ Classroom Models for Inquiry-based Student Access

Grant Type:

- ☐ Single LEA
- ☒ Partnership

Amount Requested: \$ 800,000.00

**Form 2 - Participant Details  
(Absolute Priority)**

**LEA/Organizations**

<b>LEA/Organization Name</b>	<b>Benefit/Service to Grant</b>	<b>Date EETT Assurances Signed by Superintendent</b>	<b>LEA Percentage or Number of Students in Poverty (Based on State poverty figures)</b>	<b>LEA EETT Formula Funds per student Amount</b>	<b>Percent of LEA EETT Formula Funds Transferred to Other Programs</b>
Granite School District (Urban – 68, 937 students)	Receiving benefits - \$240,000.00  Service to grant: (GSD will act as fiscal agent for SLC, Ogden, Duchesne, and Tintic Districts.)  EETT formula funds \$33,545.00 District matching funds \$117,244.55 Other NCLB funds \$96,326.00	October 31, 2002	8,620 students (Granite School District qualified under the “number of students” in poverty)	\$4.00	0%
Salt Lake City School District (Urban – 24,110 students)	Receiving benefits - \$160,000.00  Service to Grant: EETT formula funds \$16,674.76 District matching funds \$109,412.38 Other NCLB funds \$23,000.00	August 19, 2002	17.10%	\$5.63	0%



**LEA/Organizations continued.**

<b>LEA/Organization Name</b>	<b>Benefit/Service to Grant</b>	<b>Date EETT Assurances Signed by Superintendent</b>	<b>LEA Percentage or Number of Students in Poverty (Based on State poverty figures)</b>	<b>LEA EETT Formula Funds per student Amount</b>	<b>Percent of LEA EETT Formula Funds Transferred to Other Programs</b>
Ogden School District (Urban – 13,410 students)	Receiving benefits - \$160,000.00  Service to Grant: EETT formula funds \$6,743.25 District matching funds \$48,163.60 Other NCLB funds \$36,730.84	August 21, 2002	21.61%	\$6.73	0%
Tintic School District (Rural – 263 students)	Receiving benefits - \$80,000.00  Service to Grant: EETT formula funds \$0.00 District matching funds \$53,527.50 Other NCLB funds \$0.00	January 24, 2003	11.81%	\$4.59	0%
Duchesne County School District (Rural – 3,942 students)	Receiving benefits - \$160,000.00  Service to Grant: EETT formula funds \$10,000.00 District matching funds \$36,571.88 Other NCLB funds \$130,150.00	October 16, 2002	21.23%	\$6.65	0%

**LEA/Organizations continued.**

<b>LEA/Organization Name</b>	<b>Benefit/Service to Grant</b>	<b>Date EETT Assurances Signed by Superintendent</b>	<b>LEA Percentage or Number of Students in Poverty (Based on State poverty figures)</b>	<b>LEA EETT Formula Funds per student Amount</b>	<b>Percent of LEA EETT Formula Funds Transferred to Other Programs</b>
MOREnet (eMINTS)	Service to grant will cost \$70,000.00	N/A	N/A	N/A	N/A
University of Utah	Service to grant will cost \$2,000.00	N/A	N/A	N/A	N/A

### Participating Schools

<b>District</b>	<b>School Name</b>	<b>Percentage or Number of Students in Poverty (Based on Free &amp; Reduced Lunch figures)</b>	<b>Criteria for Selecting this School</b>	<b>[Need of Technology/Low Performance, etc.]</b>	<b>Benefit from Grant \$</b>	<b>Submitted Dec 2001 Survey yes/no</b>
Salt Lake City School District	Lincoln Elementary	97%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Salt Lake City School District	Glendale Middle School	94%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Tintic School District	West Desert Elementary	100%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	1 eMINTS Classroom \$40,000.00	Yes
Tintic School District	Eureka Elementary	91%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	1 eMINTS Classroom \$40,000.00	Yes

**Participating Schools continued.**

<b>District</b>	<b>School Name</b>	<b>Percentage or Number of Students in Poverty (Based on Free &amp; Reduced Lunch figures)</b>	<b>Criteria for Selecting this School</b>	<b>[Need of Technology/Low Performance, etc.]</b>	<b>Benefit from Grant \$</b>	<b>Submitted Dec 2001 Survey yes/no</b>
Ogden School District	Mound Fort Middle School	69%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Ogden School District	Mount Ogden Middle School	59%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Duchesne County School District	Roosevelt Middle School	53%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Duchesne County School District	Duchesne Elementary School	50%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes

**Participating Schools continued.**

<b>District</b>	<b>School Name</b>	<b>Percentage or Number of Students in Poverty (Based on Free &amp; Reduced Lunch figures)</b>	<b>Criteria for Selecting this School</b>	<b>[Need of Technology/Low Performance, etc.]</b>	<b>Benefit from Grant \$</b>	<b>Submitted Dec 2001 Survey yes/no</b>
Granite School District	Gourley Elementary	59%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Granite School District	Lake Ridge Elementary	50%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes
Granite School District	Beehive Elementary	39%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.)	Need for Technology at the Classroom Level (2001 State Technology Survey will be provided by U.S.O.E.)	2 eMINTS Classrooms \$80,000.00	Yes

### Form 3 – Budget Narrative

*eMINTS-4-Utah* school districts will utilize EETT formula funds and NCLB funds to support the project goals. No district partner (Granite, Salt Lake City, Duchesne County, Ogden, Tintic school districts) has allocated its EETT formula funds to other programs. Four of the five districts will provide matching dollars with EETT formula funds, NCLB funds, and other district funds, as outlined in Table 1, page 10. (For a breakdown by budget category see Appendix D.)

Granite School District will serve as the *eMINTS-4-Utah* fiscal agent; funds from the project will be allocated for fiscal and technical support, a .50 FTE project director, 1.25 cluster instructional specialists, stipends for 21.25 classroom teachers participating in 100 hours of professional learning and a secretarial stipend. (A cluster is defined as: a group of teachers and trainers from each district.)

Five percent of the budget will be allocated to an independent state evaluator to be identified by the Utah State Office of Education (USOE); over 50% of the monies will be used for teacher professional development.

Each *eMINTS-4-Utah* classroom will be equipped with one computer for every two students; teacher laptops, multimedia projectors, Smartboards, digital cameras, printers, scanners, carts for laptops or desktops, classroom furniture, access points, network wiring, switches; mounting costs for projectors and Smartboards.

Project budget supplies include training and classroom materials, tool software for students, teachers, and cluster specialists (i.e., Microsoft Office, Microsoft Publisher, and Inspiration); and meals for full day training sessions.

Purchased professional and technical monies will purchase services from MOREnet (a unit of the University of Missouri System) to provide for professional learning for cluster instructional specialists for two weeks; utilization of the eThemes web site resources; development of the Utah core curriculum online resource links; complete project curriculum materials; tuition for University of Utah graduate credit level credit for participating teachers.

The travel budget will pay costs for the project administrator, the project director, and eight cluster specialists to attend professional learning seminars sponsored by MOREnet and quarterly cluster training sessions; per diem and lodging to project administrator, project director, and cluster specialists to attend MOREnet training in Missouri; lodging for Tintic and Duchesne cluster specialists and teachers in Salt Lake City during the summer week training session; mileage for project administrator, project director, and cluster specialists to visit schools; mileage for teachers to attend cluster training sessions; per diem to Tintic and Duchesne cluster specialists and teachers to attend training in Salt Lake City.

Other budget costs include audit costs. Indirect costs at the rate of 2.08% are also included in the budget. (See Appendix A for the Budget Details.)

## Form 4 – Executive Summary (Competitive Priority)

**Title:** *eMINTS-4-Utah*

### **Abstract**

**Size, Scope, Duration:** *eMINTS-4-Utah* replicates the model of Missouri's highly successful eMINTS – enhancing Missouri's Instructional Networked Teaching Strategies. eMINTS is administered by MOREnet, Missouri's state education network, a unit of the University of Missouri System. Results of the eMINTS program are improved student MAP (Missouri Assessment Program) test performance. On each of the 2001 MAP tests, students in eMINTS classes scored higher than non-eMINTS students in the same schools. The eMINTS program showed improved student performance in communication arts (language arts), science, mathematics, and social studies for third and fourth grade student participants. Replicating eMINTS, *eMINTS-4-Utah* will increase student performance and improve test scores in the participating low-performing schools in Utah.

*eMINTS-4-Utah* is research-based and designed to enhance teacher instructional practices using technology. It impacts student instruction as it supports twenty grade 3-8 teachers from low-performing, low income schools in Utah, as they integrate multimedia technology and state core curriculum into inquiry-based, student-centered, interdisciplinary collaborative teaching practices.

Over the grant period, each *eMINTS-4-Utah* teacher participates in 100 hours of ongoing professional development. The sessions are supplemented by Cluster Instructional Specialists who coach and support teachers in their classrooms. Each classroom follows Missouri's eMINTS model which is equipped with engaging computer technology, outfitted with productivity software and connected to the Internet.

The primary purpose of professional development is to increase student performance. *eMINTS-4-Utah* aligns with Utah's state professional development guidelines. Specifically, it aims to address those standards by establishing:

- learning communities that utilize discussion boards, list serves, cluster training
- teacher partnerships – to encourage collaborative teaching efforts to better facilitate student-centered, project-based learning activities
- job-imbedded time for teachers to engage in continuous improvement by providing substitute release days
- research-based instructional strategies, using the research studies of Robert J. Marzano, Grant Wiggins, David Johnson & Roger Johnson, as well as strategies involving differentiated curriculum, cooperative learning, hands-on and inquiry-based learning
- use of student data to determine learning priorities
- equality by creating safe, orderly, and supportive learning environments
- developmentally appropriate curricula that engage students
- family involvement
- the framework to facilitate self-directed learning
- daily access to computer technology as a tool for inquiry-based learning projects
- effective project-based assessment based on rubrics
- a collection of web-related resources at eThemes <http://emints.more.net/ethemes/>, a database of Web resources mapped to Missouri's Show Me Standards and grade level, and linked to Utah's core curriculum; and Webquests – a lesson planning tool found at <http://emints.more.net/resources/webquest/>.

**Professional Development Activities:** The *eMINTS-4-Utah* professional development model connects with local / district / state technology and staff development plans. The model

- uses technology that enriches the learning environment to improve student performance.
- provides ongoing, comprehensive, technological professional development to change teacher practice.
- includes technology-based communication and information to facilitate project-based, student-centered learning.
- provides prompt, competent technical support, accountability, adequate fiscal resources and community connections.

*eMINTS-4-Utah* aligns with the Utah Technology Core Standards which are based on ISTE national standards in terms of content and learning objectives. (See Utah's core standards at: [www.usoe.k12.ut.us/curr/EdTech/newcore.htm](http://www.usoe.k12.ut.us/curr/EdTech/newcore.htm)) The state standards focus on technology productivity tools, sound understanding of basic operations and concepts of technology systems, social, ethical and human issues related to technology, technology communications tools, technology research tools, and technology problem-solving and decision-making tools. (See Appendix B for online links to district technology plans.) In addition to implementing the core standards, *eMINTS-4-Utah* aims to help students use technology in real world, inquiry-based learning.

**Partnership Priority:** Copying the eMINTS design, *eMINTS-4-Utah* encompasses both urban and rural schools and includes students statewide regardless of ethnicity. Granite District's partnership with MOREnet – the University of Missouri System, the University of Utah, and Duchesne, Ogden, Tintic, and Salt Lake School Districts breaks barriers between school districts by the sharing of resources. It seeks to reverse a trend of test results that sharply divides ethnic minorities and whites and low-income and mid to high-income children. In addition to removing the barriers between urban and rural districts, *eMINTS-4-Utah* will show that technology has an impact on teaching styles and strategies and on student outcomes, regardless of ethnic background and family income.

**Leveraging Formula Funds:** The table below outlines the amount of money each district will contribute to support the *eMINTS-4-Utah* grant:

Table 1: Allocation of District Matching Funds

School Districts	Matching District In Kind Equivalent Funds	Matching NCLB EETT Formula Funds (Title II-D)	Matching Other NCLB Funds
Granite	\$117,244.55	\$33,545.00	\$96,326.00
Salt Lake City	\$109,412.38	\$16,674.76	\$23,000.00
Ogden	\$48,163.60	\$6,743.25	\$36,730.84
Duchesne County	\$36,571.88	\$10,000.00	\$130,150.00
Tintic	\$53,527.50	\$0.00	\$0.00
TOTAL	\$364,919.91	\$66,963.01	\$286,206.84

(See Budget Details in Appendix A.)

**Survey:** 100% of *eMINTS-4-Utah* district partners have completed the DEC 2001 Ed tech survey.



**Form 5 Project Details**  
**(Grant Focus and Category Three)**

**Grant Title: eMINTS-4-Utah**

**Project Goals:** *eMINTS-4-Utah* is designed to support Utah educators as they integrate multimedia learning technologies into inquiry-based, student-centered, multidisciplinary collaborative teaching practices in project classrooms that:

**1) improve student academic achievement**

- Objective: increase student academic achievement on math and language arts CRT scores from 2003 to 2004
- Objective: improve student research skills, using tool software, as measured on pre assessment (2003) and post assessment (2004)

**2) increase parent involvement**

- Objective: increase the number of home/school communications from 2003 to 2004
- Objective: improve parent/community involvement in district technology projects from 2003 to 2004

**3) improve student access to technology**

- Objective: increase the ratio of computers to students from 2003 to 2004
- Objective: increase the number of tool software programs (MS Office Suite, Inspiration, and MS Publisher) from 2003 to 2004
- Objective: increase student access to technology tools (scanners, digital video cameras, Smartboards, and printers) from 2003 to 2004
- Objective: increase student access to Internet resources from 2003 to 2004

**4) enhance instructional effectiveness**

- Objective: provide 100 hours of training and mentoring using the eMINTS professional development model to 20 teachers grades 3-8 from 2003 to 2004
- Objective: provide eMINTS instructional resources to all participating schools
- Objective: modify teacher instructional practices by using technology seamlessly in classrooms from 2003 to 2004

**Project Narrative:**

**Student Academic Achievement:** The No Child Left Behind (NCLB) legislation was passed to provide professional development resources and accountability to our nation's failing schools. Utah is not exempt. It faces some unique challenges in meeting the NCLB requirements. The State has the highest student-teacher ratio and the lowest expenditure rate per student in the nation. Because of these challenges, it is difficult to provide focused and quality professional development. In fact, the *Quality Counts 2001* report gave Utah a "D minus" in improving teacher quality. In addition, the identified *eMINTS-4-Utah* schools are consistently below mastery in reaching state and district competencies in subjects tested by the Utah State Office of Education (USOE) Criterion Reference Test (CRT).

Educational research by Robert J. Marzano, et. al., in Classroom Instruction that Works, tells us: "The most important factor affecting student learning is the teacher... More can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms."

*eMINTS-4-Utah* replicates the successful eMINTS – enhancing Missouri’s Instructional Networked Teaching Strategies – model. The model trains teachers in effective, research-based instructional strategies to guide classroom activities that maximize improving student achievement. These instructional strategies include the research-based methods of Robert J. Marzano, David Johnson and Roger Johnson, and Grant Wiggins and Jay McTighe.

Test results of the eMINTS program showed improved student performance in communication arts (language arts), science, mathematics, and social studies for third and fourth grade student participants. On each of the 2001 MAP (Missouri Assessment Program) tests, students in eMINTS classes scored higher than non-eMINTS students in the same schools. (See bar graphs on page 16.)

***Student Classroom Technology Access:*** To improve student classroom technology access, *eMINTS-4-Utah* will provide one computer for every two students. In addition, students in each *eMINTS-4-Utah* classroom will have access to a projection system, scanner, printer, digital video camera, and Smartboard. Use of this equipment will promote interactive learning experiences. (Although the technology changes the configuration of workspaces, room arrangement remains a site-based decision. Districts Partners in *eMINTS-4-Utah* will order equipment, supplies, and set up classrooms for full implementation of the Program.)

*eMINTS-4-Utah* will seamlessly integrate technology into the classroom as a tool for teaching core curriculum. Technology will be woven into cooperative learning activities, multimedia presentations, research processes, writing workshops, and self-directed learning.

***Community Involvement:*** *eMINTS-4-Utah* fosters parent/community awareness and support by orienting parents to the program and the changes in teaching strategies at the onset of the school year, then offering a district technology fair at the close of the school year – to display student multimedia projects that meet/exceed Utah’s core curriculum standards. *eMINTS-4-Utah* will stress communication from schools to parents about the program and about student involvement in the classroom. In addition, the community will be given access to online learning resources at <http://emints.more.net/ethemes/>.

***Evaluation:*** Five percent of the grant funds will be allocated to evaluation by an outside team, selected by the state. The *eMINTS-4-Utah* project director and cluster specialists in conjunction with state evaluators will conduct data collection activities (e.g. extant data, surveys, interviews, direct observation, CRT scores) and issue yearly reports for outside evaluation. *eMINTS-4-Utah* will use the State U-PASS system to determine CRT scores in reading and math.

The *eMINTS-4-Utah* evaluation component focuses on the program’s impact on teaching practices, student access to technology, community involvement, and student performance. Granite School District will administer *eMINTS-4-Utah* and will assist the state’s evaluation team which will collect student test scores, interview teachers and principals, conduct observations of classroom activities. This data will be analyzed to understand how *eMINTS-4-Utah* motivates changes in teaching practices of the *eMINTS-4-Utah* teachers and the academic performance of the *eMINTS-4-Utah* students. Evaluation reports in turn will be submitted to the Utah State Office of Education for outside review/evaluation.

Under each *eMINTS-4-Utah* goal is listed the objectives which will guide the collection of quantitative and qualitative data that will be used to measure the project’s effectiveness in achieving intended outcomes.

***Budget Alignment:*** (See Budget Narrative, page 8, for more budget information.)

*eMINTS-4-Utah* school districts will utilize EETT formula funds and NCLB funds to support the project goals. None of the district partners has transferred any of its EETT formula funds to other programs. Each district is providing matching monies with other district funds. Four of the five school districts are providing matching dollars with EETT formula funds and NCLB funds.

***Classroom Use:*** *eMINTS-4-Utah* requires student/classroom technology access that is based on state core curriculum objectives. In addition, the model aligns with the Utah Technology Core standards which are based on ISTE national standards in terms of content and learning objectives. The model includes project-based activities using Microsoft Office Suite, Inspiration, Internet, eThemes aligned to Utah's core curriculum, and webquests. Teaching strategies are aligned with the research-based methods of Robert J. Marzano, Grant Wiggins, and David Johnson and Roger Johnson as well as strategies involving differentiated curriculum, cooperative learning, hands-on and inquiry-based learning.

***Management:*** *eMINTS-4-Utah* fosters partnerships among teachers and encourages collaborative teaching efforts to better facilitate student-centered, project-based learning activities. The Program uses listservs and online discussion boards in terms of peer-research teams and online chats to discuss integration and to provide monthly classroom support. Online resources will be accessed by the eMINTS website, eThemes. An integral part of the project is the use of rubrics to direct teachers in effective instructional strategies, to guide student learning, to assess student performance, and to allow teachers to separate glitz from content.

Student group use of computers for classroom activities will include cooperative learning strategies, based on studies by David Johnson, Roger Johnson, Robert Marzano, and other researchers. Only tool software such as Microsoft Office Suite, Inspiration, Internet, Publisher, and webquests are allowed on student computers.

*eMINTS-4-Utah* teachers periodically travel to professional development cluster meetings held at a convenient geographic location. The objective is to translate professional development into classroom practice. In addition, the *eMINTS-4-Utah* Trainer – Cluster Specialist – holds cluster meetings with teachers to provide instruction on classroom management, discussion lists, eThemes, Webquests, and technology literacy.

(See the chart in Appendix E illustrating the *eMINTS-4-Utah* project management structure.)

***Resources featured in professional development:*** Professional development includes goal-setting, training sessions, classroom visits; cluster meetings, discussion lists, and professional development credit through Utah's CACTUS system (see <http://www.uen.org/cactus/>). Furthermore, the University of Utah offers four hours of graduate level credit for *eMINTS-4-Utah* teachers. Teacher support comes from eThemes – a database of Web resources mapped to Missouri's Show Me Standards and grade level (see <http://emints.more.net/ethemes/>) and webquests – a lesson planning tool found at <http://emint.more.net/resources/webquest/>. Teachers will use webquests for adapting online resources to classroom curriculum. Teachers and cluster specialists will collaborate as teams to gather ideas, develop lessons, and share resources.

(Webquests are inquiry-based activities in which information for student learning is drawn from the Web. Webquests are designed to focus on using information found on the Web and to support higher-level thinking.)

**Staff development model:** *eMINTS-4-Utah* embraces the eMINTS model of professional development which “provides teachers with knowledge and skills to examine their teaching practices as they relate to instructional technology. Teachers in the eMINTS program are presented with learning tasks: to develop technology fluency with a wide variety of tools and to integrate these new tools into their classrooms in ways that may differ considerably from teaching methods they currently use.” In addition, the model uses webquests designed to focus on using information found on the Web and to support higher-level thinking.

*eMINTS-4-Utah* school districts select Cluster Instructional Specialists who facilitate professional development modules. The Cluster Specialists travel to Missouri for the “Trainer of Trainers” spring training session conducted by MOREnet, a unit of the University of Missouri System, which administers the eMINTS program. Following the training, Cluster Specialists meet to align eMINTS training curriculum, surveys, and rubrics to Utah’s core curriculum. They send eMINTS researchers the core standards and themes for inclusion in the Program’s online resource site, eThemes. Each quarter, Cluster Specialists meet for collaboration, planning and evaluation. Among their responsibilities is ongoing data collection for the year-end evaluation report.

Cluster Specialists provide professional development sessions involving 100 hours of teacher training, which include a week-long summer session. Teachers are given release time and substitutes for one full day of training each quarter. On a monthly basis, Cluster Specialists provide mentoring and coaching for teachers in after-school training. The training is followed up with regular classroom visits that provide support and mentoring to ensure changes in teaching practices. (See <http://emints.more.net>)

**Student Assessment:** Student performance will be assessed through U-PASS – Utah Performance Assessment System for Students, which includes state core curriculum tests that measure academic achievement of Utah students. Reviewed by the federal government under the No Child Left Behind Act (NCLB) of 2001, these tests require schools to be accountable for student achievement. *eMINTS-4-Utah* seeks to improve the U-PASS results and student achievement in targeted classrooms.

As a result of participation in *eMINTS-4-Utah*, teachers will become proficient in the use of rubrics, evaluation checklists, and other tools that will serve as a helpful framework for assessing student learning. Use of Utah Education Network’s online resources at Test Item Pool Service (TIPS) will help students practice for CRTs. The eMINTS model ensures that classroom activities align clearly with targeted student objectives. Evaluation components for assessing student learning include: subject matter/content, accuracy, design and layout, and collaboration. Website evaluation resources at eMINTS will further help teachers assess student performance.

Teachers and Cluster Specialists will collaborate to identify areas for improvement, and develop an improvement plan for achieving standards that require significant attention.

**Integration:** *eMINTS-4-Utah* promotes daily access to computer technology stressing the use of tool software and inquiry-based learning projects. Since each *eMINTS-4-Utah* classroom is equipped with one computer for every two students, students regularly use the computer as a research tool and engage in age appropriate activities that promote higher-level thinking skills and that improve student learning. The development of multimedia products that exhibit a clear relationship between use of technology and student learning will be used.

*eMINTS-4-Utah* webquest projects will align state core curriculum with Internet resources so students can research effectively online. Students receive a list of age-appropriate websites and questions for them to research while using the websites to study core curriculum themes.

In the *eMINTS-4-Utah* classrooms students will be actively involved in the learning process using technology to enhance the learning experience. The program will use an interactive approach that emphasizes inquiry-based, hands-on activities; knowledge-building discussions, and projects that connect students to their larger world. *eMINTS-4-Utah* students will collaborate not only with other *eMINTS-4-Utah* students, but with students around the world. These students will also have the opportunity to use PowerPoint, graphs, spreadsheets and word processing tools, allowing them to create their own books, publish, and share materials online.

### Project Steps:

Table 2: *eMINTS-4-Utah* Project Timeline

Milestone	Timeframe	Responsibility
Identify cluster specialists and participating classrooms	Spring 2003	Districts
Notify parents of eMINTS program and change in classroom pedagogy	Spring 2003	Schools
Order equipment, supplies and set up classrooms	May – August 2003	Districts
Attend “Trainer of Trainers” training session in Missouri	Spring 2003	Administrator; Director; Cluster Specialists
Meet to align eMINTS training curriculum, surveys, and rubrics to Utah core standards	Summer 2003	Director; Cluster Specialists
Send eMINTS researchers the Utah core curriculum themes for inclusion in eThemes	Summer 2003	Director; Cluster Specialists
Week-long training of 20 eMINTS teachers	August 2003	Director; Cluster Specialists
Monthly mentoring, classroom coaching	Beginning September 2003	Cluster Specialists
Monthly after-school training	Beginning September 2003	Cluster Specialists
Quarterly cluster specialists meetings	Beginning September 2003	Director; Cluster Specialists
Quarterly eMINTS teacher training days using substitutes	Beginning October 2003	Cluster Specialists
<i>eMINTS-4-Utah</i> Technology Fair	Spring 2004	Cluster Specialists
Data collection	Ongoing 2003-2004	Director; Cluster Specialists
Evaluation report	Yearly 2003-2004	Outside evaluation team selected by U.S.O.E.

### Project Research Basis:

The goal of *eMINTS-4-Utah* is to increase test scores, in reading and math, in Utah’s low-income, low-achieving schools. To accomplish this, *eMINTS-4-Utah* will replicate Missouri’s eMINTS model in both rural and urban schools. Although studies of the effectiveness of technology on student achievement reveal mixed results, the eMINTS model shows promise. Developments in eMINTS show evidence of improved student performance. (See bar graphs below.)

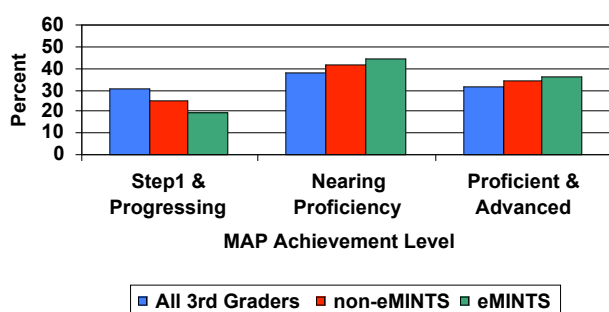
The eMINTS program is administered by MOREnet under contract from the Missouri Department of Elementary and Secondary Education. The program began in fall 1999 with 88 classrooms in 44 districts,

grades 3-4. eMINTS has since expanded to include 550 classrooms, 165 districts, and 15,000 students. A combination of district, state and federal funds support eMINTS classrooms statewide.

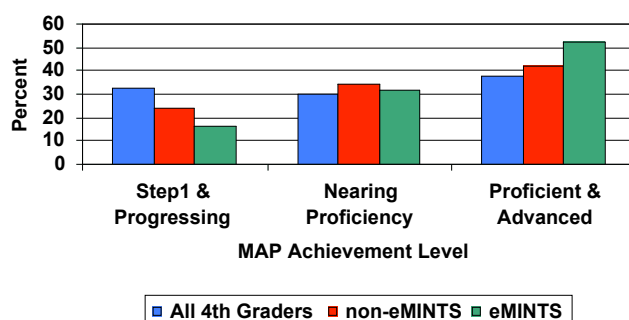
Results of the eMINTS program are improved student MAP – Missouri Assessment Program – test performance. (See eMINTS website for full report: <http://emints.more.net/evaluation/>.) On each of the 2001 MAP tests, students in eMINTS classes scored higher than non-eMINTS students in the same schools.

The eMINTS program shows improved student performance in communication arts (language arts), science, mathematics, and social studies for third and fourth grade students who participated in the eMINTS program.

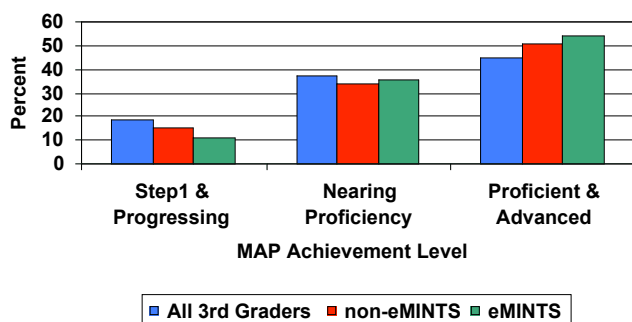
**MAP Achievement –  
3<sup>rd</sup> Grade Communication Arts**



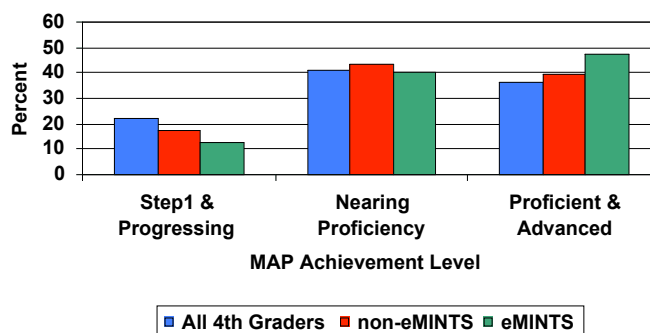
**MAP Achievement –  
4<sup>th</sup> Grade Social Studies**



**MAP Achievement –  
3<sup>rd</sup> Grade Science**



**MAP Achievement –  
4<sup>th</sup> Grade Mathematics**



The eMINTS evaluation documents the changes in teaching practices and student achievement. It meets the No Child Left Behind requirements for “scientifically-based research.” The evaluation team is composed of staff from the University of Missouri, Office of Social and Economic Data Analysis (OSEDA), an organization independent of eMINTS.

*No significant differences exist between eMINTS-4-Utah and Missouri’s eMINTS model.*

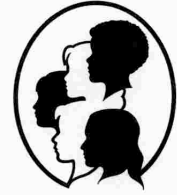
(See Appendix C for Supporting Links.)

**Form 6 - Partnership letters of support**

(All district superintendents have agreed to abide by the assurances for NCLB flow-through monies when they submitted their EETT Assurances. See Form 2, column 3 for the date the assurances were signed.)

## GRANITE SCHOOL DISTRICT

340 EAST 3545 SOUTH • SALT LAKE CITY, UTAH 84115-4697 • PHONE: (801) 263-6100  
FAX: (801) 263-6128



January 31, 2003

Mr. Rick Gaisford  
Utah State Office of Education  
250 East 500 South  
Salt Lake City, Utah 84114-4200

Dear Mr. Gaisford,

As the Superintendent of Granite School District, I am pleased to write a letter of support for the grant proposal entitled: "eMINTS-4-Utah" that is being submitted under the Enhancing Education Through Technology (EETT) Competitive Grant, a federal grant that addresses No Child Left Behind issues. Granite School District will serve as fiscal agent for Salt Lake, Ogden, Duchesne, and Tintic school districts.

Upon receipt of this grant, Granite School District will:

- Identify schools and classrooms that will participate in the eMINTS-4-Utah program.
- Provide a project administrator (84 hours), project director (.50), and one cluster instructional specialist (full time).
- Provide travel and training expenses to MOREnet for initial training of cluster instructional specialists, project director and project administrator and provide all necessary tools or support.
- Provide one day of release time and substitutes quarterly for each participating eMINTS-4-Utah teacher.
- Support teacher participants in one-week summer training.
- Provide technical support for classrooms participating in the eMINTS-4-Utah program.
- Outfit classrooms with a one to two ratio of students per computer.
- Provide equipment – Smartboard, projector, scanner, printer, digital video camera – for each eMINTS-4-Utah classroom.
- Provide a laptop for each participating teacher and for each cluster specialist to use in the classroom and at home.
- Provide teachers stipends for 100 hours of after-school training.
- Act as fiscal agent for grant funds.
- Work closely with district partners, University of Utah, and Missouri's eMINTS to ensure appropriate coordination and collaboration.

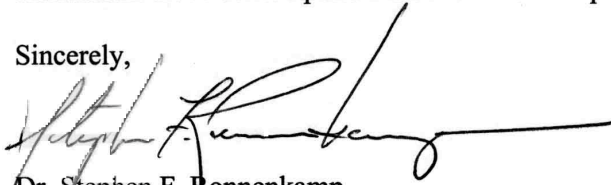


Page 2  
January 31, 2003  
Mr. Rick Gaisford

We are excited to have the opportunity to collaborate with other eMINTS-4-Utah partners and are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development. As a partner member, Granite School District endorses the goals, objectives, and activities of the proposed project.

As Superintendent, I will advocate for the project at all levels of administration. It is with enthusiasm that I contemplate the benefits of this program to the project communities.

Sincerely,

A handwritten signature in dark ink, appearing to read "Stephen F. Ronnenkamp", with a long horizontal flourish extending to the right.

Dr. Stephen F. Ronnenkamp  
Superintendent

# MOREnet

Missouri Research & Education Network [info@more.net](mailto:info@more.net)  
<http://www.more.net>

---

3212 LeMone Industrial Blvd. ▲ Columbia, MO 65201 ▲ PHONE: (573) 884-7200 ▲ FAX: (573) 884-6673

January 23, 2003

Dr. Stephen F. Ronnenkamp  
Superintendent, Granite School District  
340 East 3545 South  
Salt Lake City, UT 84115-4697

Dear Dr. Ronnenkamp,

We are pleased to write a letter of assurances for the Granite School District grant proposal, "eMINTS-4-Utah," that is being submitted under the Enhancing Education Through Technology competitive grant program.

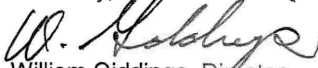
Pending final grant approval and contingent upon completion of a satisfactory reciprocal agreement, the eMINTS program will provide the following services for up to ten participants:

- Professional development for grant director, coordinator, and cluster specialists. (Two weeklong sessions: in May 2003 and summer 2004.)
- Access to eMINTS professional development materials through a password protected web space arrangement.
- Processing of requests for eThemes resources. (Not to exceed a total of 25 requests between July 1, 2003 and June 30, 2004.)
- Approximately 20 hours of video teleconferencing support sessions throughout the 2003-2004 school year for grant director, coordinator, and cluster specialists.
- Subscription to the eMINTS PD4ETS discussion group for grant director, coordinator, and cluster specialists

We are excited to have the opportunity to collaborate with Granite School District and other eMINTS-4-Utah partners. We are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development.

Our sponsors at the Missouri Department of Elementary and Secondary Education support our work within the framework of the grant application and are pleased to share the successful eMINTS model with educators from Utah.

Sincerely,



William Giddings, Director  
Education and Library Programs  
3215 LeMone Industrial Blvd.  
Columbia, MO 65203  
573-884-7202

c: Deborah Sutton, Director, Instructional Technology DESE  
Susan, Coordinator, State Programs, DESE

*University of Missouri System*



January 22, 2003

Dr. Stephen F. Ronnenkamp  
Superintendent, Granite School District  
340 East 3545 South  
Salt Lake City, UT 84115-4697

Dear Dr. Ronnenkamp,

We are pleased to write a letter of assurances for Granite School District's grant proposal entitled: "eMINTS-4-Utah" that is being submitted under the EETT – Enhancing Education Through Technology – Competitive Grant, a federal grant that addresses No Child Left Behind issues.

Specifically, in partnership with the Granite School District, we will offer four hours of 5000 level graduate credit for completion of the eMINTS-4-Utah teacher academy. Participating eMints teachers will attend 100 hours of professional development during the 2003-2004 school year.

We are excited to have the opportunity to collaborate with Granite School District and other eMINTS-4-Utah partners. We are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development. As a partner member, the University of Utah endorses the goals, objectives, and activities of the proposed project.

Sincerely,

Ted Packard,  
Interim Chair: Teaching and Learning

Department of Teaching and Learning  
1705 E. Campus Center Drive Rm. 142  
Salt Lake City, Utah 84112-9256  
(801) 581-7158  
FAX (801) 581-3609

D

# Duchesne County School District

Duchesne Office  
P.O. Box 446 - 90 East 100 South  
Duchesne, UT 84021-0446

Roosevelt Office  
225 North 300 West (425-6)  
Roosevelt, UT 84066

John J. Aland  
Superintendent

Jack E. Bell  
Assistant Superintendent

Larry F. Abplanalp  
Assistant Superintendent

Dee E. Miles  
Business Administrator

Douglas S. Swasey  
Board President

Newell A. Richens  
Board Vice President

Lindon Dye  
Board Member

John M. Hullinger  
Board Member

Philip R. Thompson  
Board Member

Duchesne Office  
435 738-2411  
435 722-2101  
435 722-3575  
435 454-3417 \*  
435 738-2291 Fax

Roosevelt Office  
435 722-4032  
435 722-2535  
435 722-0874  
435 722-9159 Fax

January 9, 2003

Dr. Stephen F. Ronnenkamp  
Superintendent, Granite School District  
340 East 3545 South  
Salt Lake City, UT 84115-4697

Dear Dr. Ronnenkamp,

We are pleased to write a letter of assurances for Granite School District's grant proposal entitled: "eMINTS-4-Utah" that is being submitted under the EETT – Enhancing Education Through Technology – Competitive Grant, a federal grant that addresses No Child Left Behind issues.

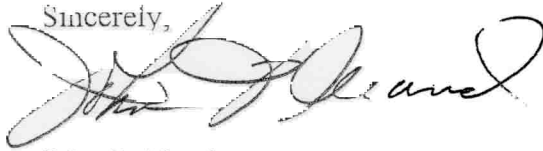
Specifically, in partnership with the Granite School District, we will:

- Identify schools and classrooms that will participate in the eMINTS-4-Utah program.
- Provide one or more cluster instructional specialist(s) for program training.
- Provide travel and training expenses to MOREnet for initial training of cluster instructional specialists and provide all necessary tools or support.
- Provide one day of release time and substitutes quarterly for each participating eMINTS-4-Utah teacher.
- Support teacher participants in one-week summer training.
- Provide technical support for classrooms participating in the eMINTS-4-Utah program.
- Outfit classrooms with a one to two ratio of students per computer.
- Provide equipment – Smartboard, projector, scanner, printer, and digital video camera – for each eMINTS-4-Utah classroom.
- Provide a laptop for each participating teacher and for each cluster specialist to use in the classroom and at home.
- Give teachers stipends for 100 hours of after-school training.
- Seek reimbursement from Granite School district, fiscal agent, for grant funds and meet all required deadlines for reimbursement.
- Work closely with Granite School District and Missouri's eMINTS to ensure appropriate coordination and collaboration.

Duchesne County School District is a rural district in Eastern Utah covering six rural communities. Presently, a total of 4,012 students attend the four high schools, one junior high school, one middle school, six elementary schools and two special needs schools in the district.

We are excited to have the opportunity to collaborate with Granite School District and other eMINTS-4-Utah partners. We are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development. As a partner member, Duchesne County School District endorses the goals, objectives, and activities of the proposed project.

Sincerely,

A handwritten signature in black ink, appearing to read "John J. Aland". The signature is fluid and cursive, with a large, stylized initial "J" and "A".

John J. Aland  
Superintendent, Duchesne County School District





1950 Monroe Boulevard  
Ogden UT 84401-0619  
801.625.8700  
TDD 801.625.8798  
www.ogden.k12.ut.us

**Ted J. Adams**  
SUPERINTENDENT

**Catherine Ortega**  
ASSISTANT SUPERINTENDENT

**Eugene N. Hart**  
BUSINESS ADMINISTRATOR

Department of  
Educational Services  
801.625.8768  
801.625.8778 Fax

**Dr. Bruce Penland**  
ATE Director  
K-12 Coordinator

**Rich Moore**  
K-12 Coordinator

**Mozelle Prestridge**  
Special Education  
Coordinator

**Dr. Reed Spencer**  
Testing & Assessment  
Coordinator  
Principal - Early  
Childhood Center

**Marianne Holmes**  
Title 1 Coordinator  
Federal Relations

**BOARD OF EDUCATION**  
• Marilyn Garner  
• Debbie Hansen  
• Debbie Samples  
• Dee Wilcox  
• Lynn J. Wood

Affirmative Action  
Equal Opportunity  
ADA Employer

January 10, 2003

Dr. Stephen F. Ronnenkamp  
Superintendent, Granite School District  
340 East 3545 South  
Salt Lake City, UT 84115-4697

Dear Dr. Ronnenkamp,

We are pleased to write a letter of assurances for Granite School District's grant proposal entitled: "eMINTS-4-Utah" that is being submitted under the EETT - Enhancing Education Through Technology - Competitive Grant, a federal grant that addresses No Child Left Behind issues.

Specifically, in partnership with the Granite School District, we will:

- Identify schools and classrooms that will participate in the eMINTS-4-Utah program.
- Provide one or more cluster instructional specialist(s) for program training.
- Provide travel and training expenses to MOREnet for initial training of cluster instructional specialists.
- Provide one day of release time and substitutes quarterly for each participating eMINTS-4-Utah teacher.
- Support teacher participants in one-week summer training.
- Provide technical support for classrooms participating in the eMINTS-4-Utah program.
- Outfit classrooms with a one to one ratio of students per computer.
- Provide equipment - Smartboard, projector, scanner, printer, and digital video camera - for each eMINTS-4-Utah classroom.
- Provide a laptop for each participating teacher and for each cluster specialist to use in the classroom and at home.
- Give teachers stipends for 100 hours of after-school training.
- Seek reimbursement from Granite School District, fiscal agent, for grant funds and meet all required deadlines for reimbursement.
- Work closely with Granite School District and Missouri's eMINTS to ensure appropriate coordination and collaboration.

Ogden City School District has a population of 13,278 students. Being categorized as an urban district, there is a high percentage of poverty with students attending our schools. With this poverty come many challenges and opportunities. Efforts for success have focused on academic skills, meeting needs of a high ELL population, high student mobility and lack of parental involvement. Our district encompasses the state's only "Enterprise Community." Students that would be served by this grant, in part, come from this enterprise community. We look forward to bridging the technology gap of our students with funds from this EETT competitive grant.

We are excited to have the opportunity to collaborate with Granite School District and other eMINTS-4-Utah partners. We are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development. As a partner member, Ogden City School District endorses the goals, objectives, and activities of the proposed project.

Sincerely,

Ted J. Adams  
Superintendent

LEARNING DIVERSITY ABILITY RESPONSIBILITY

**Officers**  
MARY LOU DRAPER  
President  
JANICE J. BOSWELL  
Vice President  
BRENDA SUTHERLAND  
Business Official  
**Members**  
RONALD G. BRAY  
DENNIS K. TIMM  
TROY JONES

## Tintic School District

Ronald K. Barlow, Superintendent  
Eureka, Utah 84628  
PHONE 433-6363  
FAX 433-6643

Dr. Stephen F. Ronnenkamp  
Superintendent, Granite School District  
340 East 3545 South  
Salt Lake City, UT 84115-4697

Dear Dr. Ronnenkamp,

We are pleased to write a letter of assurances for Granite School District's grant proposal entitled: "eMINTS-4-Utah" that is being submitted under the EETT – Enhancing Education Through Technology – Competitive Grant, a federal grant that addresses No Child Left Behind issues.

Specifically, in partnership with the Granite School District, we will:

- Identify schools and classrooms that will participate in the eMINTS-4-Utah program.
- Provide one or more cluster instructional specialist(s) for program training.
- Provide travel and training expenses to MOREnet for initial training of cluster instructional specialists and provide all necessary tools or support.
- Provide one day of release time and substitutes quarterly for each participating eMINTS-4-Utah teacher.
- Support teacher participants in one-week summer training.
- Provide technical support for classrooms participating in the eMINTS-4-Utah program.
- Outfit classrooms with a one to two ratio of students per computer.
- Provide equipment – Smartboard, projector, scanner, printer, digital video camera – for each eMINTS-4-Utah classroom.
- Provide a laptop for each participating teacher and for each cluster specialist to use in the classroom and at home.
- Give teachers stipends for 100 hours of after-school training.
- Seek reimbursement from Granite School District, fiscal agent, for grant funds and meet all required deadlines for reimbursement.
- Work closely with Granite School District and Missouri's eMINTS to ensure appropriate coordination and collaboration.

The Tintic School District is a rural school district in central Utah with a high percentage of their students on free and reduced lunch. Even though there are only about 300 students in the school district the distance between schools is quite large. The district office and the schools in Eureka are separated from the schools at the West Desert by 135 miles, 50 of it on dirt roads.

We are excited to have the opportunity to collaborate with Granite School District and other eMINTS-4-Utah partners. We are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development. As a partner member, Tintic School District endorses the goals, objectives, and activities of the proposed project.

Sincerely,



Ronald Barlow Superintendent, Tintic School District

**TINTIC MINING DISTRICT**  
A FABULOUS PAST WITH A PROMISING FUTURE!  
First Claim Staked December 13, 1869 - Production over \$750,000,000.00  
Tintic School District is an Equal Opportunity Employer



# Salt Lake City School District

DISTRICT MEDIA CENTER  
440 East 100 South  
Salt Lake City, UT 84111-1898

Director  
Lesley McLaughlin

Tel: (801) 578-8391  
FAX: (801) 578-8272

January 17, 2003

Dr. Stephen F. Ronnenkamp  
Superintendent, Granite School District  
340 East 3545 South  
Salt Lake City, UT 84115-4697

Dear Dr. Ronnenkamp,

We are pleased to write a letter of assurances for Granite School District's grant proposal entitled: "eMINTS-4-Utah" that is being submitted under the EETT – Enhancing Education Through Technology – Competitive Grant, a federal grant that addresses No Child Left Behind issues.

Specifically, in partnership with the Granite School District, we will:

- Identify schools and classrooms that will participate in the eMINTS-4-Utah program.
- Provide one or more cluster instructional specialist(s) for program training.
- Provide travel and training expenses to MOREnet for initial training of cluster instructional specialists and provide all necessary tools or support.
- Provide one day of release time and substitutes quarterly for each participating eMINTS-4-Utah teacher.
- Support teacher participants in one-week summer training.
- Provide technical support for classrooms participating in the eMINTS-4-Utah program.
- Outfit classrooms with a one to two ratio of students per computer.
- Provide equipment – Smartboard, projector, scanner, printer, digital video camera – for each eMINTS-4-Utah classroom.
- Provide a laptop for each participating teacher and for each cluster specialist to use in the classroom and at home.
- Give teachers stipends for 100 hours of after-school training.
- Seek reimbursement from Granite School District, fiscal agent, for grant funds and meet all required deadlines for reimbursement.
- Work closely with Granite School District and Missouri's eMINTS to ensure appropriate coordination and collaboration.



Salt Lake School District is an urban district with much diversity both socio economically and ethnically. The two schools that will be working with this grant are Glendale Middle School with a free and reduced lunch rate of 93.66% and Lincoln Elementary with a free and reduced lunch rate of 96.85%.

We are excited to have the opportunity to collaborate with Granite School District and other eMINTS-4-Utah partners. We are committed to the implementation of this collaborative project and its dissemination as a cohesive model of professional development. As a partner member, Salt Lake School District School District endorses the goals, objectives, and activities of the proposed project.

Sincerely,

A handwritten signature in black ink, appearing to read 'McKell Withers', written over a horizontal line.

McKell Withers  
Superintendent, Salt Lake School District

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## **Appendix A: Budget Details**

(The following pages contain the *eMINTS-4-Utah* Budget Details)

**UTAH STATE OFFICE OF EDUCATION  
APPLICATION FOR FINANCIAL ASSISTANCE**

**1. AGENCY NAME and ADDRESS (zip code)**

Granite School District  
340 East 3545 South  
Salt Lake City, Utah 84115-4697

**Department / Division**  
Instructional Technology  
**Area Code and Telephone Number**  
(801) 685-4110

**2. DATE APPLICATION SUBMITTED**

1/31/2003

**3. EXPENDITURE PERIOD**

Beginning Date of Project: 5/10/2003

Ending Date of Project: 09/31/04

**4. PROJECT DIRECTOR**

Name of Person Responsible for Supervising This Project: Dr. James H. Henderson  
E-Mail Address: [Jim.Henderson@granite.k12.ut.us](mailto:Jim.Henderson@granite.k12.ut.us)  
Phone Number: (include area code) (801) 685-4110  
Fax Number: (include area code) (801) 685-4115

**5. IMMEDIATE SUPERVISOR**

Name of Person To Whom The Project Director Reports Linda Mariotti

**6. DESCRIPTIVE NAME OF PROGRAM**

<input type="checkbox"/> Title 1 Part A Basic	<input type="checkbox"/> IDEA Part _____ Section _____ Title of program _____
<input type="checkbox"/> Title 1 Part C - Migrant	<input type="checkbox"/> IDEA Part _____ Section _____ Title of program _____
<input type="checkbox"/> Title 1 Migrant Consortium	<input type="checkbox"/> Title 3 English Language Acquisition
<input type="checkbox"/> Title 1 Part B - Even Start	<input type="checkbox"/> Title 4 Part A (1) Safe and Drug Free Schools
<input type="checkbox"/> Title 1 Neglected and Delinquent	<input type="checkbox"/> Substance Abuse Prevention (State Funds)
<input type="checkbox"/> Comprehensive School Reform	<input type="checkbox"/> Title 4 Part B 21st Century Community Learning Centers
<input type="checkbox"/> Title 2 Part A Teacher and Principal Training	<input type="checkbox"/> Title 4 Part A (2) Community Service Grants
<input checked="" type="checkbox"/> Title 2 Part D EETT Competitive	<input type="checkbox"/> Title 5 Innovative Programs
<input type="checkbox"/> McKinney - Vento Homeless Assistance Act	<input type="checkbox"/> Highly Impacted Schools
	Other (indicate title of program in space below)

**7. AMOUNT REQUESTED FOR FUNDING**

(for

**\$800,000.00**

continued financial support for subsequent years, USOE reserves the right to renew pending successful performance and availability of funding)

The agency certifies to the best of its knowledge and belief, the data in this application is true and correct. The agency will agree to meet all of the requirements, including the project's objectives outlined within the narrative section of this application. The agency will also agree to comply with all other applicable State Finance Regulations as well as applicable Federal EDGAR Administrative Regulations.

  
Signature of Superintendent (not designee)

**NEW Mailing Address - Return Application To:**

Vicky Smith  
Utah State Office of Education  
P. O. Box 144200  
Salt Lake City, UT 84114-4200  
[vsmith@usoe.k12.ut.us](mailto:vsmith@usoe.k12.ut.us)  
Location: 250 East 500 South

**FOR USOE USE ONLY**

Date Application Received:

Program Content Reviewed By/Date:

Budget Reviewed By/Date:

Please use the computerized form available on the USOE Home Page: <http://www.usoe.k12.ut.us/curr/ncib> "Financial Application"

## PART I - BUDGET INFORMATION

FILL OUT: All Sections of Part II, Detail of Budget Information BEFORE returning to this page (to open, double click on each of them at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into THIS page.

<b>DISTRICT/ AGENCY NAME:</b>	Granite School District	<b>NAME OF PROGRAM (from Cover Page)</b>	eMINTS-4-Utah
---------------------------------------	-------------------------	--	---------------

READ THIS BEFORE YOU BEGIN THIS PAGE: Where you see a \$0 already inserted in the columns below, a formula has been inserted DO NOT DELETE THE FORMULA. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.

Budget Categories (Object Codes)			Amounts
For detailed information on Object Code Definitions, an expanded version can be found in USOE's School Finance & Statistics Workshop Binder, under Chart of Accounts. This binder is provided to District Business Administrators each year.			
A.	Salaries (100)		\$149,695.16
B.	Employee Benefits (200)		\$44,802.82
C.	Purchased Professional and Technical Services (300)		\$131,834.00
D.	Purchased Property Services (400)		\$0.00
E.	Other Purchased Services (excluding travel and construction services) (500)		\$0.00
F.	Travel (580)		\$35,013.00
G.	Supplies and Materials (600)		\$48,535.11
H.	Other (exclude indirect costs, audit costs, and property) (800)		
I.	Total Direct Costs - Sum of Lines A through H		\$409,880.09
J.	Other - Audit Costs (800)		\$480.00
K.	* Indirect Cost (Restricted) (870)	Formula Inserted in row below	
	Enter <u>YOUR</u> Agency's Current Fiscal Year Indirect Cost RATE HERE: 2.08%		\$8,525.51
L.	Property (includes equipment & computer hardware) (700)		\$381,114.40
* TOTALS of Lines 'I' through 'L' (Total must equal amount available. Adjustment your figures in PART II, not on this page.)			\$800,000.00

\* How to figure your Direct Cost amount: If you IC Rate is .94, convert it to 1.0094 X amount available \$1,000 (minus Lines J. and L.) = \$991. Subtract \$991 from \$1,000. This will give you the Direct Cost Amount.

\* PLEASE NOTE: INDIRECT COSTS (Line K) IS FIGURED ON THE DIRECTS ONLY (Line I), - NOT the total grant amount.



<b>PART II - DETAIL OF BUDGET INFORMATION</b>	
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PLEASE READ THIS BEFORE YOU BEGIN - If you decide to use an existing list as an attachment to THIS page, enter the totals from your attachment as a single line entry. Make sure totals on your attachment are correct.

**A. SALARIES (100)** - Amounts paid to employees of the LEA/Agency in positions of a permanent nature **OR** hired temporarily, including substitutes for those that are in permanent positions (**on payroll**).

**B. BENEFITS (200)** - Amounts paid by LEA/Agency on behalf of employees which are over and above salary. (State & Local retirement, social security, group/industrial/unemployment insurance & other fringe benefits.

<b>NAME</b>	<b>FTE</b>	<b>SALARY</b>	<b>BENEFITS</b>	<b>PRIMARY DUTY</b>
		Enter amount(s) under each column - an inserted formula will add up the totals for you.		
IT Director, Jim Henderson, Stipend (2 hours x 42 weeks @ \$40.79)		\$3,426.36	\$669.85	Fiscal and technical support
Project Director (Rachel Murphy)	0.50	\$20,000.00	\$7,600.00	Project Director-Coordinate Project Efforts, Oversees grant
Cluster Specialists for Granite School District (TBN)	1.00	\$52,000.00	\$19,760.00	District coordinator for teacher training, mentoring and support
Cluster Specialist for Duchesne School District (TBN)	0.25	\$15,000.00	\$5,700.00	District coordinator for teacher training, mentoring and support
21.25 eMINTS-4-Utah Teachers stipends at \$20 per hour for 100 hours of training. (TBN)		\$42,500.00	\$8,308.75	Teacher Professional Development
1 Substitute for Duchesne Cluster Specialist, \$40/day		\$1,600.00	\$122.40	Substitutes for Cluster Specialist
4 Teacher Substitutes Duchesne \$40/day (TBN)		\$640.00	\$48.96	Substitutes for Teachers
8 Teacher Substitutes, Granite & Tintic at \$65/day (TBN)		\$2,080.00	\$159.12	Substitutes for Teachers
Secretary Stipend 12 hours per week, 35 weeks @ \$27.36 hour (Jo Potter)		\$12,448.80	\$2,433.74	Secretary will manage grant budgets for district partners
Totals of Salaries and Benefits	1.75	\$149,695.16	\$44,802.82	

ART II - DETAIL OF BUDGET INFORMATION - Continued			
<b>C. PURCHASED PROFESSIONAL AND TECHNICAL SERVICES (300)</b> —Purchased services which, by their nature, can be performed only by persons with specialized skills, knowledge and services. Included are the services of accountants, architects, auditors, consultants, dentists, lawyers, medical, etc. ( <i>list substitutes hired for permanent positions under "salaries"</i> ). This area will also include <u>any associated expenses</u> paid to the service provider such as travel, per-diem, and miscellaneous items. Provide details such as: <u>on payroll</u> ; (2) Amount per hour/day to be paid per person, name of services; i.e. consultant fee, (3) List the purpose of service, and products and/or evaluations expected			
Description			Amount
MOREnet training in Missouri for 7 Cluster Specialists@\$10000			\$70,000.00
Evaluation Costs			\$59,834.00
University of Utah 4 hours of Graduate Level Credit @ \$100 for 20 teachers			\$2,000.00
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.			Sub Total <b>C \$131,834.00</b>
<b>D. Purchased Property Services (400)</b> – Amounts paid for services, rendered by organizations or personnel <u>not on payroll</u> of the LEA/Agency, to operate, repair, maintain, insure and rent property owned and/or used by the LEA/Agency.			
Description			Amount
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.			Sub Total <b>D. \$0.00</b>



<b>E. OTHER PURCHASED SERVICES (500)</b> – Amounts paid for services rendered by organizations or personnel <u>not on payroll</u> of the LEA/Agency, <u>AND other than</u> Professional and Technical Services (300), <u>or</u> Purchased Property Services (400). This would also include expenses for meeting facilities, conference hotels (which may include <u>direct-billed items</u> for group meals and lodging provided to participants, equipment, space charges, and miscellaneous). Also, any travel and per-diem expenses for participants.			
<b>Description</b>			<b>Amount</b>
the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		<b>Sub Total</b>	<b>E. \$0.00</b>
<b>F. TRAVEL (580)</b> - Expenditures for transportation, meals, hotel, and other expenses associated with staff ( <b>on payroll</b> ) travel for the LEA/Agency. Payments for perdiem in lieu of reimbursements for subsistence (room and board) also are charged here.			
<b>Provide details such as:</b> Names of staff (on payroll) who will be conducting activities of this project and will be drawing from this fund source.			
<b>Description</b>			<b>Amount</b>
1 Project Administrator-Airline Tickets to Missouri for MOREnet training (Jim Henderson-Granite)			\$800.00
1 Project Director-Airline Tickets to Missouri for MOREnet training (Rachel Murphy-Granite)			\$800.00
8 Cluster Specialist - Airline Tickets to Missouri for MOREnet training (Granite-TBA, Pat Lambrose-SLC, Tracy Vandenteer-SLC, Linda Mosbacker-SLC, Juan Balderas-Ogden, Tonia Smith-Ogden, Peggy Harrison-Duchesne, Tom Nedreberg-Tintic)			\$6,400.00
1 Project Administrator Lodging in Missouri 12 nights @ \$60(Jim Henderson-Granite)			\$720.00
1 Project Director Lodging in Missouri 12 nights @ \$50 (Rachel Murphy-Granite)			\$600.00
5 Cluster Specialist Lodging in Missouri 12 nights @ \$60 (Granite Cluster Specialist-TBA, Pat Lambrose-SLC, Tracy Vandenteer-SLC, Linda Mosbacker-SLC, Juan Balderas-Ogden, Tonia Smith-Ogden, Peggy Harrison-Duchesne, Tom Nedreberg-Tintic)			\$3,960.00
6 eMINTS-4-Utah Teacher Lodging in SLC 6 @ \$100 (4 Duchesne Teachers -TBA, Tintic Teachers-TBA)			\$3,600.00
1 Cluster Specialist Lodging in SLC 6@ \$100 (Duchesne Cluster Specialist-TBA, Tintic-Tom Nedreberg)			\$1,000.00
1 Project Director Lodging 12@\$60			\$720.00
10 Project Administrator/ Project Director/Cluster Specialist Perdiem in Missouri, 12 days @ \$35 (Project Administrator Jim Henderson, Project Director Rachel Murphy, Granite Cluster Specialist-TBA, Pat Lambrose-SLC, Tracy Vandenteer-SLC, Linda Mosbacker-SLC, Juan Balderas-Ogden, Tonia Smith-Ogden, Peggy Harrison-Duchesne, Tom Nedreberg-			\$4,200.00
1 Cluster Specialist in SLC \$35 for 5 days			\$175.00
6 eMINTS-4-Utah Teacher Perdiem in SLC 5days@\$35 (4 Duchesne Teachers -TBA)			\$1,050.00
1 Project Director Mileage 92 miles week x 36 weeks@ .36/mile			\$1,200.00
1 Cluster Specialist Mileage Granite 30 miles week x 36 weeks @ .36/mile			\$400.00
2 Cluster Specialist Mileage Ogden 77 miles week x 36 weeks @ .36/mile			\$2,000.00
1 Cluster Specialist Mileage Tintic 77 miles week x 36 weeks @ .36/mile			\$1,000.00
2 Cluster Specialist Mileage Duschene 122 miles week x 36 weeks @ .36/mile			\$1,588.00
4 eMINTS-4-Utah Teacher Mileage 30 miles weeks x 36 weeks @ .36/mile			\$1,600.00
16 eMINTS-4-Utah Teacher Mileage15 miles week x 36 weeks @.36/mile			\$3,200.00
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		<b>Sub Total</b>	<b>F. \$35,013.00</b>

<b>G. SUPPLIES AND MATERIALS (600)</b> – Amounts paid for items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances are considered supply expenditures. Amounts paid for non-equipment items and with reasonable care and use may be expected to last for more than one year, are considered material expenditures. Includes computer programs (software).			
<b>Description</b>			<b>Amount</b>
20 Teacher & 5 Cluster Specialist, & 1 Director Training and Printing & Copying 5 District Materials and Food			\$5,200.00
321 Software Applications for Director/Cluster Specialist/Teachers/Student Computers @100			\$32,100.00
the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		<b>Sub Total</b> <b>G.</b>	<b>\$48,535.11</b>
<b>H. OTHER OBJECTS (800)</b> - (Exclude Indirect Costs, Audit Costs, and Property) –Amounts paid for goods and services not otherwise classified above such as: dues and fees; judgments against the LEA/Agency; interest on bonds or notes;			
<b>Description</b>			<b>Amount</b>
the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		<b>Sub Total</b> <b>H.</b>	



<b>I. Total Direct Costs</b> – (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)			
<b>J. OTHER (800)</b> – Audit Costs (not part of the direct costs associated with federally funded projects)			
<b>Description</b>			<b>Amount</b>
Audit Fees (district policy precludes inclusion in Direct Costs) .06%			\$480.00
the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		<b>Sub Total</b>	
		<b>J.</b>	<b>\$480.00</b>
<b>K. INDIRECT COST (870) Restricted</b> - (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)			
If the Indirect Cost Rate is not provided as part of this application, please check with you District Business Administrator or call USOE for the correct rate. For the purpose of filling out this Standard Application for Financial Assistance, <b>choose the current fiscal year rate that you want to begin the project in.</b> Example: If the project's beginning date is July 1, 2000 ending September 30, 2001, use the FY01 Indirect Cost Rate listed for	2.08%		
<b>Notation:</b> When you start spending the funds and if expenditures appear in different fiscal years (the fiscal year in which you began your project and any carryover of funds into the next fiscal year) you will be using <u>two Indirect Cost Rates</u> over the course of your project. The two rates will be reflected in your reimbursement requests. <b>The Indirect Cost Rate to use will depend on the Fiscal Year in which you spend the funds.</b>			

<b>L. PROPERTY (includes. equipment) (700)</b> – Expenditures for the acquisition of fixed assets, including expenditures for land or existing buildings and improvements of grounds; initial equipment; additional equipment; and replacement of equipment. (machinery, school buses, furniture & fixtures, audiovisual equipment, non-bus vehicles, computer equipment (hardware).			
<i>Notation : See also the next section on Construction, etc. – fill it out if you have included anything in this area</i>			
<b>Description</b>			<b>Amount</b>
175 Student Classroom Computers @ \$1090*			\$193,378.08
20 Director/Cluster Specialist Laptop Computers @ \$1500*			
24 Multimedia Projectors/LCD Projectors/ Smartboards @\$4000			
22 Printers @ \$1500*			
20 Scanners @ \$200*			\$4,113.61
21 Digital Camcorder @ \$450*			\$9,450.00
24 Wireless Access Points @ \$200			\$4,800.00
4 eMINTS-4-Utah classroom wiring and networking @\$500*			\$2,000.00
4 eMINTS-4-Utah Classroom Furniture @300*			\$1,200.00
12 eMINTS-4-Utah Classroom Projector and Smartboard Mounting @500*			\$6,000.00
* See Appendix D for District Matching Funds			
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.		<b>Sub Total</b>	
			<b>L. \$381,114.40</b>
<b>CONSTRUCTION, REMODELING OR EQUIPMENT PURCHASES</b> – Use this space to briefly explain any non-typical expenditure for construction, remodeling, or equipment (particularly any that may appear to be out of the ordinary); or to explain the details as the grant program may require.			
<b>REMARKS</b> - Provide any other explanations required herein or any other comments deemed necessary			

## **Appendix B: Online links to technology plans.**

See Granite School District's five-year technology plan at

[www.granite.k12.ut.us/inst\\_tec/forms/forms.htm](http://www.granite.k12.ut.us/inst_tec/forms/forms.htm);

Ogden School District's technology plan in pdf format:

[www.ogden.k12.ut.us/Technology/Technologyplan.pdf](http://www.ogden.k12.ut.us/Technology/Technologyplan.pdf); Salt Lake School District's five-year technology

plan: [www.slk.k12.ut.us/plan1/](http://www.slk.k12.ut.us/plan1/); Duchesne School District's plan:

[www.dsd.k12.ut.us/Departments/Technology/ETI/ETIHome.html](http://www.dsd.k12.ut.us/Departments/Technology/ETI/ETIHome.html); and Tintic School District's plan:

[www.tintic.k12.ut.us/techplan.pdf](http://www.tintic.k12.ut.us/techplan.pdf).

Utah State Technology Plan: <http://205.125.10.10/plan/usoedraft.pdf>

## Appendix C: Supporting Links

### eMINTS website:

General information: <http://emints.more.net/>

About eMINTS video <http://emints.more.net/about>

eThemes <http://emints.more.net/eThemes>

Webquests <http://emints.more.net/resources/webquest>

Professional Development <http://emints.more.net/#prodevelopment>

Professional Development Modules <http://emints.more.net/resources/profdevelopment/>

Missouri's Show Me Standards: <http://www.dese.state.mo.us/standards/process.html>

### MOREnet:

University of Missouri System – MOREnet: [www.system.missouri.edu/it/](http://www.system.missouri.edu/it/)

### Instructional strategies:

Robert J. Marzano: <http://www.ascd.org/readingroom/books/marzano01book.html#chapter1>

Grant Wiggins and Jay McTighe: <http://www.ascd.org/readingroom/books/wiggins98book.html#chap1>

David Johnson and Roger Johnson: <http://www.ascd.org/readingroom/books/johnson94book.html>

Smartboard website: <http://www.smarttech.com/products/smartboard/index.asp>

### State and Local Curriculum resources:

Utah's core curriculum: <http://www.uen.org/core/>

Quality Counts 2001: <http://www.edweek.org/sreports/qc01/>

Utah Educational Technology Core Curriculum standards:

[www.usoe.k12.ut.us/curr/EdTech/newcore.htm](http://www.usoe.k12.ut.us/curr/EdTech/newcore.htm)

Utah State Office of Education's No Child Left Behind website:

<http://www.usoe.k12.ut.us/curr/nclb/default.html>

Granite's Board of Education long range objectives that include No Child Left Behind components:

<http://www.granite.k12.ut.us/gsdasp/pdf/gsdboe/Boardgoals.pdf>

Granite's curriculum resources: [http://www.granite.k12.ut.us/inst\\_tec/curric/curric.htm](http://www.granite.k12.ut.us/inst_tec/curric/curric.htm)

UEN resources: <http://www.uen.org>

UEN's Test Item Pool Service (TIPS): <http://tips.usoe.k12.ut.us/testing/usoe.asp>

UEN Rubric Maker: <http://www.uen.org/rubric>

Pioneer: Utah's Online Library: <http://pioneer.uen.org>

SURWEB: <http://www.surweb.org/>

### Evaluation and Assessments:

U-PASS: <http://www.usoe.k12.ut.us/u-pass/>

Evaluation: <http://emints.more.net/evaluation>

Utah State Office of Education evaluation & assessment: <http://www.usoe.k12.ut.us/eval/>

Missouri Assessment Program: <http://www.dese.state.mo.us/divimprove/assess/general.html>

### Standards:

ISTE national standards in technology: [http://www.pt3.org/technology/iste\\_standards.html](http://www.pt3.org/technology/iste_standards.html)

### Professional Development college and district-level credit:

Utah's CACTUS system: <http://www.uen.org/cactus/>

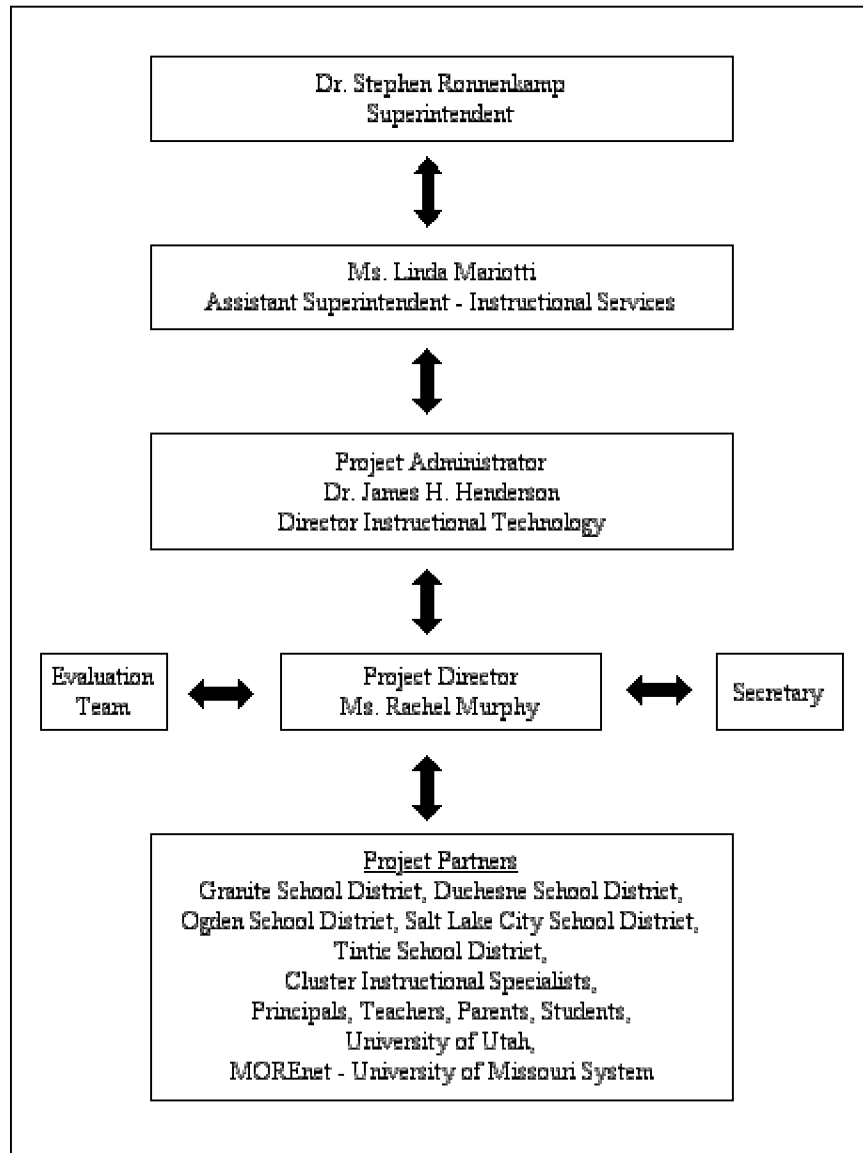
**Appendix D: Breakdown by Budget Category**

<b>School Districts</b>	<b>Matching District Funds</b>	<b>Matching NCLB EETT Formula Funds</b>	<b>Matching Other NCLB Funds</b>
<b>Granite</b>	<b>\$117,244.55</b>	<b>\$33,545.00</b>	<b>\$96,326.00</b>
	Director Salary \$10,000.00 Director Benefits \$3,800.00 Technical Support \$5,000.00 Cell Phone Service \$1,200.00 Student Computers \$84,958.16 Projector & Smartboard Mounting \$9,000.00 Scanners \$286.39 Wiring Room and Networking \$3,000.00	MOREnet Training and Web Site support \$30,000 Professional Development \$3,545.00	Professional Development \$96,326.00
<b>Salt Lake City</b>	<b>\$109,412.38</b>	<b>\$16,674.76</b>	<b>\$23,000.00</b>
	Cluster Specialist Salary \$64,363.00 Cluster Specialist Benefits \$24,457.94 Teacher Substitutes \$1,040.00 Teacher Substitutes Benefits \$79.56 Technical Support \$5,000.00 Secretary \$6,250.00 Secretary Benefits \$1,221.88 Cluster Specialist Mileage \$1,000 Projector & Smartboard Mounting \$4,000.00 Wiring Room and Networking \$2,000.00	Student Computers \$16,674.76	Professional Development \$23,000.00
<b>Ogden</b>	<b>\$48,163.60</b>	<b>\$6,743.25</b>	<b>\$36,730.84</b>
	Cluster Specialist Salary \$24,994.00 Cluster Specialist Benefits \$9,497.72 Technical Support \$5,000.00 Secretary \$6,250.00 Secretary Benefits	Teacher Stipends \$1,500.00 Teacher Stipend Benefits \$293.25 Teacher Digital Camera \$450.00 Teacher Printer \$1,500.00 Teacher Laptops	Cluster Specialist \$24,994.00 Cluster Specialist Benefits \$9,497.72 Teacher Substitutes \$2,080.00 Teacher Substitutes Benefits \$159.12

	\$1,221.88 Cell Phone Service \$1,200.00	\$3,000.00	
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<b>School Districts</b>	<b>Matching District Funds</b>	<b>Matching NCLB EETT Formula Funds</b>	<b>Matching Other NCLB Funds</b>
<b>Duchesne County</b>	<b>\$36,571.88</b>	<b>\$10,000</b>	<b>\$130,150.00</b>
	Technical Support \$5,000.00 Secretary \$6,250.00 Secretary Benefits \$1,221.88 Cell Phone Service \$600.00 Projector & Smartboard Mounting \$3,500.00 Wiring Room and Networking \$12,000.00 Furniture \$8,000.00	Teacher Laptops \$7,500.00 Projector & Smartboard Mounting \$2,500.00	Professional Development \$130,150.00
<b>Tintic</b>	<b>\$53,527.50</b>	<b>\$0.00</b>	<b>\$0.00</b>
	Cluster Specialist Salary \$27,500.00 Cluster Specialist Benefits \$10,450.00 Technical Support \$5,000.00 Secretary \$5,000.00 Secretary Benefits \$977.50 Cell Phone Service \$600.00 Projector & Smartboard Mounting \$3,000.00 Wiring Room and Networking \$1,000.00		
<b>Totals</b>	<b>\$364,919.91</b>	<b>\$66,963.01</b>	<b>\$286,206.84</b>

## Appendix E: Project Management Structure



**Appendix F: Resumes from Key *eMINTS-4-Utah* Personnel**

(The following pages contain the resumes/abbreviated vitas from key *eMINTS-4-Utah* personnel.)



# **JAMES H. HENDERSON**

## **Resume**

### **PERSONAL DATA:**

Address: 6741 South 1530 East, Salt Lake City, Utah 84121

Telephone: (801) 943-8790

Birth Date: August 12, 1946; Salt Lake City, Utah

Social Security Number: 529-58-4407

Marital Status: Married, two children

### **EDUCATION:**

Doctor of Philosophy (Ph.D.), University of Utah, 1992, Major: Educational Studies

Master of Education (M. Ed.), University of Utah, 1971, Major: Secondary Certification

Bachelor of Science (B.S.), University of Utah, 1970, Major: Sociology, Minor: English

### **CERTIFICATION:**

Professional General Administrative Utah Certificate

Professional Secondary Utah Teaching Certificate

### **PROFESSIONAL POSITIONS:**

Director, Instructional Technology, Granite School District

July 1998 - Present

Principal, Head Start/Special Education Preschool, Granite School District

July 1994 - June 1998

Principal, Pleasant Green Elementary, Granite School District

July 1993 - June 1994

Associate Director, Chapter I /District Testing, Granite School District

July 1992 - June 1993

Associate Director, Chapter I /Clinical Instructor, Granite School District

University of Utah, July 1991- June 1992

Associate Director, Chapter I /District Wide Testing, Granite School District

July 1989 - June 1991  
Staff Associate, District Wide Testing, Mathematics, Science, Social Studies  
Curriculum K-12, Granite School District, 1987-1989  
Staff Associate, Secondary Curriculum, Granite School District  
July 1985 - June 1987

**PROFESSIONAL POSITIONS:** (continued)

Principal, Meadow Moor Elementary, Granite School District  
July 1984 - June 1985  
Coordinator of Educational Proficiency K-12, Granite School District / Social Studies Teacher  
Leader, K-12, July 1982 - June 1984  
Social Studies Teacher Leader, K-12, Granite School District / History and Adjunct Instructor,  
Utah State University, October 1980-1984  
History and Sociology Teacher, Cyprus High School, Granite School District,  
August 1971 - June 1980 Courses Taught:

**LEADERSHIP ON PROFESSIONAL ORGANIZATIONS:**

Utah Head Start Directors Association, President, 1996 to 1998  
Utah Head Start Association, President, 1996 to 1998  
Utah Chapter I Director=s Association, President, 1993-1994  
Utah High School Track and Coaches Association, Past President, 1977-1978;  
President, 1976-1977; President Elect 1975-1976

**CURRICULUM PUBLICATIONS:**

Linking Teacher Behaviors, Teacher Content Knowledge and Student Cognition in  
Advanced Placement American History, Dissertation, University of Utah, December 1992  
High School Manual, 1986, 1987, 1988  
Junior High School Manual, 1987, 1988  
List of Official Textbooks, 1986, 1987, 1988  
A Time line to College, 1987  
ACT Test Preparation Dossiers, Four Volumes: Mathematics, Science, Social Studies and  
Language Arts, 1986  
Elementary Social Studies Dossier, 1985  
Social Studies Electives Dossier, 1985  
Generic Lesson Plans in World Studies, 1983  
Stanford Achievement Test Preparation Manuals, Seven booklets: Math Computations,  
Math Applications, Social Science, Spelling, Science, Reading Comprehension, Vocabulary,  
1984  
A Field Trip Guide for Elementary Teachers, 1983  
Secondary Curriculum Program Social Studies, 1983

Junior High School Studies Dossier, 1983  
Senior High Social Studies Dossier, 1983

### **PROFESSIONAL COMMITTEES:**

Granite School District, Technology Steering Committee, Co-Chair 1998 - Present  
Sexual Harassment Investigation Team, Granite School District, 1998 - Present  
Software Direction Committee, Granite School District, 1998 - Present  
State Office of Education, Chapter I, Committee of Practitioners, Co-Chair, 1989-1994  
Utah Test and Measurements Council Member of Steering Committee, 1987-1994  
State Office of Education Core Curriculum Assessment Planning Committee, 1987-1994  
State Office of Education Character Education Committee, 1987-1994  
District Curriculum Committee, Chairperson, 1985-1991  
District In Service Committee, 1985-1991  
District Gifted and Talented Task Force, 1985-1987  
District Competency Task Force, Chairperson, 1982-1984  
State Textbook Commission Advisory Committee-Social Studies, Utah State Board of Education, 1982-1984  
District High School Requirements Task Force, 1982-1984  
District Social Studies Curriculum Committee, Chairperson, 1980-1984  
District Social Studies Textbook Adoption Committee, Chairperson, 1980-1984

### **COMMUNITY SERVICE:**

Judge, Utah History Fair  
1983, 1984, 1986, 1987, 1988  
Judge, Utah Mock Trial  
1983, 1984, 1985, 1986  
Republican Delegate, County Convention  
1985  
Assistant District Commissioner Brighton District, Boy Scouts of America  
1983 - Present  
Staff Sergeant, Personnel and Finance, United States Army Reserve  
1970 - 1976

## Rachel Murphy

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459 E. Penny Ave.  
Salt Lake City, UT 84115

801-467-5233  
rachel.murphy@granite.k12.ut.us

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### Profile:

Eight years teaching experience in educational settings.  
Proven abilities in professional development and staff training environments.  
Extensive experience in Instructional Design for online professional development.  
Plan and conduct conference presentations in a professional manner.  
Proficient in Microsoft Office, Web Design & HTML, Dreamweaver 4, Fireworks 4, Photoshop, KidPix, HyperStudio, Windows and Macintosh Operating Systems; familiar with Flash 5, Novell, and File Maker Pro/Access databases.

### Education:

Bachelor of Science, Elementary Education, University of Utah, 1996  
Masters of Education, Instructional Technology, Utah State University, 2001  
ESL Endorsement, University of Utah, 2001  
EDNET Certification, USOE, December 2000  
IPT Testing Certified, 1999

### Experience:

Technology Specialist, Instructional Technology, Granite School District, *August 2001-Present*. Instruct faculty and students in the use of a wide variety of technology applications. Support Instructional Technology through the creation and maintenance of district online resources. Manage technology pilot programs. Responsible for software licensing, tracking and purchasing district-wide.

Instructional Technology Assistant, USOE, *March 2001-August 2001*  
A full range of responsibilities, including Year 4 TLCF grant recipient monitor.  
Conduct interviews with district IT personnel, and write comprehensive reports.

Trainer, UEN, *February 2001-August 2001*  
Plan and conduct professional development technology classes for Utah teachers.  
Manage and set up laptop labs. Evaluate completed projects.

Instructional Designer, Video Journal of Education, *June 2000-Present*  
Transform video based professional development products into online video streamed products. Manage entire development process. Write course objectives and expected outcomes.

Teacher, 6<sup>th</sup> Grade, Granite School District, *August 1998-June 2000*.  
Technology Committee, Safety Patrol/Parent Patrol Coordinator, ITI Support Group  
Coordinator, Brain Compatible Learning Committee-District Level, G-Top grant  
recipient, Target Teacher Scholarship recipient, GEA Summer Research grant  
recipient, Excel Outstanding Educator nominee, CLUE Board member & Newsletter  
Coordinator. State Office of Education TLCF grant reader.

Teacher, 2<sup>nd</sup> Grade, Davis Co. School District, *August 1996-August 1998*  
Cooperative Learning, Tribes, and ITI trained. CLUE Board member, newsletter  
coordinator, and conference organizer.

#### Conference Presenter/Professional Development Trainer:

Leap Into 2003, Lighting the Way for Office Professionals, "Excel", August 2002  
REACH published writer, 2002, "Olympic Lesson Plans"  
Family and Consumer Sciences Education Conference, "PowerPoint", June  
2001

PDAC, Professional Development Advisory Committee, GSD, 2001-2003  
Engaging the Brain for Learning, "Enriched Environments", September 2001  
UCET, 2001, "Tired of Other People's Clipart? Create your own!" & "World Book  
Online"

Granite School District Professional Development, 2000, "ITI Support  
Group"

Featured Teacher, 2000, "Helping Students of Limited English Skills in the Regular  
Classroom" Professional Development Video, Video Journal of Education

Begin With the Brain, 2000, "Your Brain on the World Wide Web"

UASCD published writer, 1999, "Striking It Rich: Discovering the Enriched  
Classroom Environment".

Interconnections Thematic Integration Workshop, 1999, "ITI"

CLUE (Cooperative Learning for Utah Educators)

1998 "Enriching the Environment for Better Teaching"

1999 "ITI LIFESKILLS-One Approach to Character Education"

2000 "Integrating ITI LIFESKILLS with the Core Curriculum"

2001 "On-line Cooperative Learning Resources"

Murray School District Mid-Winter Institute, 1999, "Brain Compatible  
Classroom"

Exploring Brain Research-Deseret News, 1998, "The Brain Friendly  
Classroom"

UASCD, 1998, "Discovering the Enriched Classroom Environment"

#### References

Available Upon Request

